INSTRUCTIONAL STRATEGIES–SUBJECT SPECIFIC[1]		
STRATEGIES FOR LEARNING MATH	**STRATEGIES FOR LEARNING READING**	**STRATEGIES FOR LEARNING WRITING**
• Highlight operation signs • Provide written and oral directions • Reduce the number of problems • Shorten work intervals • Use graph paper • Use manipulatives • Use specialized calculators: fractional, decimal, statistical, scientific, or talking calculators • Incorporate Computer Assisted Instruction (CAI) software for arithmetic/ mathematics • Use colored mylar templates, colored coding for maintaining ledger columns • Use real life situations to illustrate principles/concepts • Use visuals(diagrams, etc.) to illustrate principles/concepts • Read word problems aloud for student	• Enlarge the print • Use magnifying devices • Use surrogate readers, reading machines, or screen reading software for computer use • Shorten work intervals • Use mnemonics • Incorporate books on tape (secure from Recording for the Blind-books on tape as persons with LD qualify for this service) • Tape-record directives, messages, materials • Use colored mylar templates for reading and scanning, color-coded manuals, outlines, maps • Have students use scanners to “scan” in materials to the computer that can then be “read” orally by the computer • Have students use rulers to track lines while reading as necessary NOTE: Difficulty in learning to read is the most prominent characteristic associated with learning disabilities.	• Provide a variety of writing instruments • Require less writing • Provide triangular grips • Make available a course outline or lecture outline • Allow students to use personal computers/laptop computers (e.g., word processing/mapping software) • Make available voice output software to highlight and read (through a speech synthesizer) what has been keyed into the computer • Make available voice input software that recognizes the user's voice and changes it to text on the computer screen • Place locator dots for identification of letters/numbers on the keyboard • Incorporate use of word processing, spell checking, and word prediction software • Use electronic spell checkers (e.g., hand-held) • Use mapping software such as Inspiration • Provide note taking options such as the use of carbonless paper or buddy system

[1] Florida’s Bridges to Practice, “Strategies for the Classroom”; Retrieved June 2002: http://www.floridatechnet.org/bridges/.

INSTRUCTIONAL STRATEGIES–SUBJECT SPECIFIC	
STRATEGIES FOR ORGANIZATION AND STUDY SKILLS, MEMORY, AND TIME MANAGEMENT	**STRATEGIES FOR MEMORY ENHANCEMENT**
• Use low-tech devices such as day planners, highlighters, index cards, color-coding, checklists and graph paper to assist student with organization • Use digital clocks and watches, talking watches, LCD watches, data bank watches, beepers/buzzers, timers, counters, alarms, Personal Information Managers (P.I.M.S.) to maintain proper time management skills • Provide software organizers with/without highlighting capabilities • Allow the use of headphones or ear plugs to shut out distractions and/or tape-recorders to record notes • Use of e-mail for memory deficits • Use reminder cues (a gentle touch on the shoulder, hand signal, etc. when noted sitting, staring off into space, not working on task at hand) • Provide the student with a regular program in study skills, test taking skills, organizational skills, and time management skills • Use graphic organizers to help students with organizational, categorizing, and writing skills • Teach the student how to identify key words, phases, operations signs in math, and/or sentences in instructions and in general reading • Teach the student how to scan a large text chapter for key information, and how to highlight important selections • Teach the student efficient methods of proofreading own work • Across all subject areas, display and support the use of mnemonic strategies to aid memory formation and retrieval	• Increase attention to ensure students are actually engaged in class. Vary the types of instruction and activities, increase the level of enthusiasm in your teaching to gain attention or refocus students, use visual aids and the like • Provide repetition and practice needed to learn a new skill • Use mind pictures/mapping – mental images that help students to recall information. Have students write or say the information to be remembered; have them form a picture in their mind. With their eyes closed, have students look at their mind picture and state the information that they see • Use mnemonics to help remember important information • Provide students with advance organizers, such as an incomplete outline or a visual graphic that they can use to take notes or as a prompt for a writing or math process • Use lots of visuals in each academic area – drawings, cartoons, maps, tables, or graphs, pictures • Promote external memory by having the students write down or record the information they are to remember • Relate the content being taught to the student's prior knowledge, use examples that they would relate to • Keep content focused on the content being covered trying to avoid digressing into other areas • Provide hands-on experiences • Engage the students in activities that require them to answer a "why" question about the content they are learning rather than just having them memorize the information

INSTRUCTIONAL STRATEGIES–SUBJECT SPECIFIC		
STRATEGIES FOR LANGUAGE-EXPRESSIVE DISORDERS	**STRATEGIES FOR LANGUAGE-RECEPTIVE DISORDERS**	**STRATEGIES FOR CONCEPTUAL-ABSTRACT SKILLS**
• Allow student time to formulate thoughts before verbalizing them • Provide or inform student of reading exercises to be done orally in the classroom the day before if possible to allow time for practice • Provide student the opportunity to verbalize in smaller, collaborative learning groups in class	• Rephrase/paraphrase material when necessary • Provide clarification when necessary • Present material in a multi-sensory manner • Speak slowly and clearly • Alert student before new material is presented (e.g., call name, tap on shoulder) • Provide appropriate supports for listening (e.g., prepared notes, outline on board) • Rehearse information verbally through repetition • Minimize distractions (e.g., seating, background noise) • Record new and key words or terms on board • Confirm understanding of directions by having student repeat them back orally • Provide note-taking assistance (e.g., provide notes, buddy note-taker, tape recorder)	• Encourage student to provide/identify the main idea first, then the supporting details • Have student use a structured format to record subordinate details (i.e., mapping) • Approach a task by first examining the whole unit and later its component parts and then have student emulate the same process • Allow student to have option of expressing understanding in essay format rather than in an objective format • Provide hands-on project • Have student engage in role play to act out a process or concept • Provide concrete illustrations for abstract material

INSTRUCTIONAL STRATEGIES–SUBJECT SPECIFIC		
STRATEGIES FOR TEST TAKING	**STRATEGIES TO DEVELOP METACOGNITIVE AND SELF-ADVOCACY SKILLS**	**STRATEGIES FOR PROBLEM SOLVING**
• Tests should always be typed • Duplicated materials must be clear, dark and easy to read • Keep the test pages simple and less distracting • Place the instructions, when possible, next to the questions to which they relate • Differentiate visually between test questions and test answers with multiple choice and matching type tests (e.g., question in bold and answers not)	• Assist student with using resources to identify his/her learning style • Aide student in identifying and employing the appropriate learning strategy to use for a given assignment • Assist student with identification of his/her learning weaknesses and how he/she compensates for them • Help student identify accommodations and support services that he/she may need in institutions of higher learning and/or the workplace • Assist student with requesting modified testing arrangements by a stated deadline • Assist student with asking his/her teachers for modified testing arrangements by stated deadline	• Assist, instruct, and model for student in problem solving exercises • List specific steps for solving problems and completing assignments